

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEAS EDUCATION AGENCY 7/29/16 MFR 29 PM 2:47 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Boys & Girls Club of McAllen, Inc.	108-906		
Vendor ID #	ESC Region #	DUNS #	
74-1553646	1	010536670	
Mailing address	City	State	ZIP Code
P.O.Box 490	McAllen	TX	78504
Primary Contact			
First name	M.I.	Last name	Title
Jessica		Soliz	Interim Chief Professional Officer
Telephone #	Email address		FAX #
956.682.5791	jsoliz@bgcmcallen.net		956.682.4023
Secondary Contact			
First name	M.I.	Last name	Title
Angelique		Solis	Project Director
Telephone #	Email address		FAX #
956.682.5791	asolis@bgcmcallen.net		956.682.4023

Part 2: Certification and Incorporation

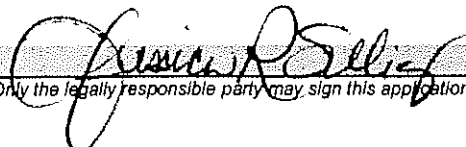
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Jessica		Soliz	Interim Chief Professional Officer
Telephone #	Email address		FAX #
956.682.5791	jsoliz@bgcmcallen.net		956.682.4023

Signature (blue ink preferred)

Date signed


Only the legally responsible party may sign this application.

3.28.16

701-16-102-134

Schedule #1—General Information (cont.)

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 01/16

End date (MM/DD): 12/16

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 74-153646

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

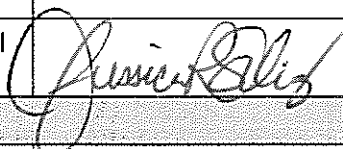
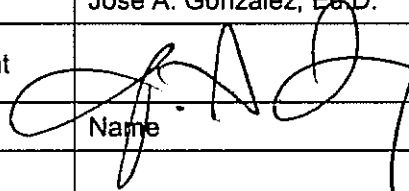
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	Boys & Girls Club of McAllen, Inc.	Jessica Soliz	956.682.5791	\$300,000.00
	Interim-Chief Professional Officer		jsoliz@bgcmcallen.net	
Member Districts				
2.	McAllen ISD	Jose A. Gonzalez, Ed.D.	956.618.602	\$0
	Interim Superintendent		Jose.Gonzalez@mcallenisd.net	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

Schedule #3—Certification of Shared Services (cont.)**For TEA Use Only**

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By TEA staff person:

County-district number or vendor ID: 74-1553646			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$300,000.00

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only; font size no smaller than 10 point Arial.

The Boys & Girls Club of McAllen (BGCM) seeks a grant to support community learning centers at three schools in the Rio Grande Valley; all within the McAllen Independent School District located at Texas' southernmost tip in one of the country's fastest-growing areas, which serve an approximately 93% Hispanic population faced with multiple challenges, including high rates of poverty and school mobility, the presence of high rates of juvenile crime, and schools 1 of 3 targeted schools is currently implementing a Campus Improvement Plans (CIP) because of continued low academic performance. In addition, all three campuses selected serve a high percentage of students from low-income families with a combined total of 72% being economically disadvantaged compared to the state average of 59%. Moreover, a combined 61% of the students from these three campuses are considered at-risk where the state average is 51%. This grant will support goals of not only the campus labeled as having a CIP but the other two campuses as well by providing targeted students at the school with proven-effective academic, behavioral and college/workforce-related support and enrichment activities to include programs provided by partners Sylvan Learning and Border Kids Code. Family programs address low adult education levels in the community and increase school connectedness for both students and families. Together these activities ensure that program participants will have the tools and resources needed to successfully graduate and begin a career or enter higher education. With programming specifically designed to meet the identified schools' needs, this grant supports McAllen ISD's goals to provide support systems for students and services and products to meet campus needs, and also aligns programming with identified schools' CIP goals.

The budget for this grant was developed by Boys & Girls Club of McAllen (BGCM) utilizing previous experience in providing 21st CCLC programs as a Fiscal agent for Cycle 6. Data assessment indicates academic need at two of the three McAllen ISD's elementary schools (all served by this grant), where preliminary STAAR results show passing rate of only 58% of 3rd Graders meeting satisfactory standard or above in the Reading, test; only 66% of 4th graders meet the satisfactory standard or above in the Reading tests. This grant also serves Houston Elementary where for the 2014-2015 school year, 10% of 2nd graders were retained a grade. Behavioral supports are also a high need: one of the proposed centers will serve students in the 78501 zip code which has been designated as a high juvenile crime area by the State of Texas, indicating high need for behavioral support programs. Overall, McAllen's zip code is one of 15 in the state with the highest rate of juvenile crime. McAllen Police Department crime statistics for 2015 show 32% of all burglaries being committed by juveniles.

Campus leadership for McAllen I.S.D. requested services of BGCM to address school academic and behavioral concerns. All programs and services are based on a campus needs assessment and the campus improvement plan and in a collaborative, comprehensive and coordinated approach with McAllen ISD, Sylvan Learning Centers, Border Kids Code and the South Texas Counseling Agency. BGCM has experience in providing Texas ACE programs, having operated centers under Cycle 6; our knowledge of community needs guides program selection. BGCM will be the fiscal agent for this grant. BGCM has the fiduciary ability to manage the size and scope of the proposed grant. The organization has further managerial experience, serving as a technical assistance hub for other BGC's in the Rio Grande Valley of South Texas. Established in 1966, BGCM now serves some 10,000 young people. Program design ensures that all ten Statutory Requirements and five TEA Requirements have been addressed. Independent evaluation is ongoing and includes assessment of student-level and campus-level data to determine progress toward the objectives of improved academic achievement, attendance, behavior, levels of promotion and graduation rates. Results are provided to program staff at regularly scheduled meetings so they may refine programming as needed. This grant is based on commitments by major stakeholders in the City of McAllen to shared long-term goals of helping local young people to graduate, attend college and become workforce-ready. The partnership between BGCM, McAllen ISD, RGV Sylvan Learning Center and Border Kids Code helps ensure a broad base for sources of continued funding for this program after this grant ends and all partners have read and agree to comply with all terms outlined under provisions and assurances as outlined on applicable schedules.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

BGCM Portion: youth development activities, academic enrichment services (power hour/project learn), drug-and violence-prevention programs (SMART Moves/SMART Leaders), art, and sports recreation activities. Afterschool programming begins with Power Hour, an initial period focused exclusively on school achievement, where students who need academic support are assisted in completing homework. During this time, certified teachers will provide supplemental instruction for students identified as in particular need of Reading and Math. Next, targeted students attend SMART (Skills Mastery and Resistance Training) prevention programs. These include Date SMART, SMART Moves and Passage to Manhood. SMART programs address behavioral issues and increase school connectedness, thereby increasing attendance and promotion rates. These issues are also addressed through the BGCM's Healthy Lifestyles programs: Healthy Habits and Triple Play which promote healthy diet, fitness and positive relationships. Other programs offered for targeted students will include: Goals for Graduation, Career Launch and Junior Staff (providing College and Workforce Readiness); Keystone and Youth of the Year leadership programs; Torch Club community service (all providing Enrichment), and Skill Tech computer education classes (also providing College and Workforce Readiness). Activities will be provided on a 45 minute rotation following the student teacher ratio guidelines of 22:1. Students transitioning between campus areas (gym, computer lab and classrooms) will be supervised at all times. Saturdays will offer an opportunity for community service, such as Keep McAllen Beautiful, Relay for Life, or Operation School Drive. Additional summer programs will include: STEM learning; enrichment programs including graphic arts and business education; and field lessons and community service learning projects such as Adopt-a-Highway; campus improvements and beach clean-ups; and volunteering at Quinta Mazatlan sanctuary.

Sylvan Learning Center: Sylvan will be providing both Academic Reading and Academic Math Programs. Sylvan's Reading programs are designed to supplement instruction students receive in their regular classrooms and can be tailored to meet academic goals. Reading offers a low student-teacher ratio of 8:1 with participation placed in a small group with other students at a similar instructional level. The reading scope and sequence is systematic and includes: alphabetic principle (phonics instruction and phonemic awareness), comprehension, vocabulary and fluency development. The Academic Reading Program is approximately a 9 week program at 4 hrs/week. Sylvan's Math programs are based on the standards set forth by the National Council of Teachers of Mathematics (NCTM). Math curriculum includes both content standards (Numbers & Operation, Algebra, Geometry, Measurement, Data Analysis, & Probability) and process standards (Problem Solving, Reason and Proof, Communication, Connections, and Representation). Program concepts are taught in a logical and sequential order, moving students from the concrete to the abstract with instruction incorporating effective questioning techniques. The Academic Math Program is approximately a 9 week program at 4 hrs a week. Sylvan programs will include a pre and post test for all participants.

Border Kids Coding Portion: The mission of Border Kids is to create young technologists by instructing them in the area of Computer Science with emphasis on the fundamentals of computational and logical skills associated with computer science. Border Kids uses engaging and age appropriate activities, centered around technology, using game-based learning. Our goal is to increase exposure and interest in STEM related careers in the primary and middle grades in the South Texas border region so more students will be equipped with the knowledge and skill set to choose computer science at the secondary and post-secondary level. This program was developed by educators in South Texas to develop our youth's problem solving skills through intensive coding workshops of varying length. The programs are aligned to the National Educational Technology Standards for Students (NETS-S) developed by the International Society for Technology in Education (ISTE), and to the Computer Science Teachers Association's K- 12 Computer Science Standards. The program uses Challenge-Based Learning methodology to provide authentic problems relevant to the world that our students experience every day. The name Border Kids was born to dismiss the negative connotation associated with the term "border" and instead highlight the region's incredible richness of community, hard work, and acknowledgement of the importance of education. Border Kids will play an integral role of contributing to local students embracing their region as one associated with higher education and innovation! In addition to coding and STEM activities, Border Kids Code will offer free technology and literacy activities to the families of participating students on a quarterly basis. They will assist the parents with job searching skills, resume building and on how to use technology.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$214,934		\$214,934
Schedule #8	Professional and Contracted Services (6200)	6200	\$53,852	\$4,500.00	\$58,352
Schedule #9	Supplies and Materials (6300)	6300	\$16,950		\$16,950
Schedule #10	Other Operating Costs (6400)	6400	\$9,764		\$9,764
Schedule #11	Capital Outlay (6600)	6600			
	Consolidate Administrative Funds		\$295,500	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$295,000.00	\$4,500.00	\$300,000.00
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$295,000.00	\$4,500.00	\$300,000.00

Shared Services Arrangement				
6493	Payments to member districts of shared services arrangements	\$	\$	\$

Administrative Cost Calculation	
Enter the total grant amount requested:	\$
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher (Certified)			
2	Educational aide			
3	Tutor			
Program Management and Administration				
4	Project director (required)		.50	\$20,000
5	Site coordinator (required)	3		\$78,000
6	Family engagement specialist (required)	.50		\$12,000
7	Secretary/administrative assistant			
8	Data entry clerk			
9	Grant accountant/bookkeeper			
10	Evaluator/evaluation specialist			
Auxiliary				
11	Counselor			
12	Social worker			
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC Youth Development Specialist	15		\$64,969
14	ESC coordinator/manager/supervisor			
15	ESC support staff			
16	ESC other			
17	ESC other			
18	ESC other			
Other Employee Positions				
19	Chief Professional Officer			
20	Chief Financial Officer			
21	Director of Operations			
22	Subtotal employee costs:			\$174,969
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			
24	6119 Professional staff extra-duty pay			
25	6121 Support staff extra-duty pay			
26	6140 Employee benefits			\$39,965
27	61XX Tuition remission (IHEs only)			
28	Subtotal substitute, extra-duty, benefits costs			\$39,965
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$214,934

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 74-1553647		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Dr. Michael Whitacre; Grant Evaluator for all 7 21 st CCLC Sites	\$4,500
2	Border Kids Code; Student enrichment, coding and adult professional learning	\$14,161
3	Sylvan Learning Center; ACT/SAT Prep (Susan add whatever else you will offer)	\$39,690
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$58,352
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$58,352

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 74-1553646		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$16,950.00
Grand total:		\$16,950.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 74-1553646		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$4,964
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$4,800
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$9,764
	Remaining 6400—Other operating costs that do not require specific approval:	\$
Grand total:		\$9,764

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 74-1553646

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			1,656	
Category	Number	Percentage	Category	Percentage
African American	4	.2%	Attendance rate	96.5%
Hispanic	1630	99%	Annual dropout rate (Gr 9-12)	DNA
White	19	1%	Students taking the ACT and/or SAT	DNA
Asian	0	0%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	1493	90%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	DNA	DNA	Students classified as "at risk" per Texas Education Code §29.081(d)	79.4%
Disciplinary placements	1	0.02%		

Comments

*Schedule #12-Demographics and Participants to Be Served with Grants Funds combined the total students enrolled for each campus with percentages. Target number per campus (3 campuses) will be 125 members for a total of 375 students being served.

*Teacher Demographics is based off of our hires to assist with program success.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	21	70%
Hispanic	29	99%	Bachelor's degree	9	29%
White	2	1%	Master's degree	1	1%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	31	100%	Avg. salary, 1-5 years exp.	DNA	N/A
6-10 years exp.	0	0%	Avg. salary, 6-10 years exp.	DNA	N/A
11-20 years exp.	0	0%	Avg. salary, 11-20 years exp.	DNA	N/A
Over 20 years exp.	0	0%	Avg. salary, over 20 years exp.	DNA	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	62	62	62	62	62	65								375
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:		62	62	62	62	62	65								

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Schedule #13—Needs Assessment

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on McAllen ISD's needs assessment structure, after school programs and objectives will be developed to align with the school day and assist with academic support. Partnerships such as Sylvan Learning centers, Border Kids Coding, and South Texas Counseling Agency under the direction of Jeanette Ballesteros will assist in the focus of improved academic performance, attendance, behavior promotion rates, and graduation rates. Outcomes from partners will also be available as students will be pre/post-tested to show outcomes and measures in both school and program success. This will also include BGCA Curricula, materials needed to run the program, professional development, program evaluation, and being part of a committee.

In preparing for the 21st CCLC grant application, a committee of stakeholders, partners, school officials, and BGCM has already been formed and will continue with each school site to discuss the needs assessment and plan how the grant would be used at 21st Century After School sites. This committee will meet monthly to identify students, school, and family needs in effort to provide services not available at targeted sites. Additionally, using pre-existing data such as district test scores, graduation rates, attendance rates, economically disadvantage household information, juvenile arrest data, English Language Learners (ELL) data, and existing resources in the community could be used to determine the organization of the needs assessment. The objective in forming the committee is to ensure the needs assessment is focused in providing services that will improve local academic standards with the implementation of academic, enrichment, and parental components, while also targeting "at risk" students who may be retained and not meeting grade level and state standards.

Besides partners, BGCM will also incorporate BGCA Curricula that assist with improving program objectives and engaging students in programs such as Power Hour which assists with homework completion; diverse, engaging activities delivered by BGCM mentors that instill good character and leadership, community involvement, health education and recreation, and art activities from Torch Club, Youth of the Year, Triple Play, and Healthy Habits programs; Goals for Graduation and Career Launch programs engage students in college and career-related activities that promote career exploration and goal attainment strategies; and SMART Moves (Skills Mastery and Resistance Training) incorporates age-appropriate programs such as SMART Girls and Passport to Manhood that offer an array of preventative activities to help students make positive choices in both school and their personal lives. Lastly, parents are empowered to assist children with school work through the support of GED, ESL, and Computer Literacy workshops. The Family Engagement Program component will assist to build strong family-school connections and encourage parents to be involved in their child(s) education. Most BGCA Curricula include pre/post-test surveys that will also be used to show program outcome measures as well. Measures will be used to ensure continued youth professional training, and changes in program implementation.

At the end of the program year, based on outcomes from the yearly evaluation, the committee will meet to discuss challenges and changes needed to improve program performance and outcomes. This will give the committee the opportunity to re-format the needs assessment for the new grant cycle and school year.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	Sylvan Learning partnership provides Ace it! academic interventions, individualized tutorials for highest-need students and academic summer camps. Border Kids Code partnership provides hands-on STEM activities supporting increased math and science achievement, including robotics and coding. BGCM Power Hour assists students with homework completion.
2.	Improve Attendance	Diverse, engaging enrichment activities delivered by BGCM mentors build positive feelings toward learning and increase student confidence and competence at school which in turn have resulted in increase attendance. Activities include: Keystone, Youth of the Year leadership programs; Torch Club community service; Robo Tech/Skill Tech; health education; recreation; and arts activities. Border Kids Code will engage and encourage members to continue attending.
3.	Improve Behavior	BGCM staff provides ongoing mentoring along with evidence-based prevention curriculum SMART Moves (Skills Mastery and Resistance Training) - Date SMART, SMART Girls and Passport to Manhood, Youth of the Year and Keystone/ Torch Club. Sylvan programs provide positive reinforcement and reward improvements in attitude, attendance, effort and achievement. Healthy Lifestyles programs help students make positive choices.
4.	Improve Promotion Rates	The partnership with BGC-McAllen and Sylvan has proven to improve grades and consequently promotion. Sylvan classes help students improve grades. Parents are empowered to assist children with schoolwork through parent support workshops that include Literacy. All build stronger family-school connections and get parents invested in their child(s) education.
5.	Improve Graduation Rates	BE GREAT Graduate dropout prevention program for identified high-risk youth. College and career-related activities -Goals for Graduation, Career Launch and Junior Staff. Partners Sylvan and Border Kids Code offer engaging academic support/enrichment programs and college preparatory activities. Parental involvement will increase through family programs that also promote higher education through offering financial literacy and other literacy classes to family members who reside in the same household.

Schedule #14—Management Plan**For TEA Use Only**

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By TEA staff person:

County-district number or vendor ID: 74-1553646	Amendment # (for amendments only):
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Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	(To be hired) Must have Bachelors/Masters degree and experience to manage, coordinate, and oversee day-to-day operations of grant activities. Maintain productive working relationships with staff, partners, vendors and evaluator to accomplish the goals of the 21 st CCLC grant. Must attend TEA trainings. Must plan and build sustainability plan.
2.	Site Coordinator(s)	(To be hired) Must have Bachelors degree or process of obtaining a degree and experience to manage and be available during school hours to coordinate activities, advocate for and meet the needs of the program/ participants and families. Obtain, analyze and use campus level data, student voice/choice and develop activities, oversee the collection of data into TX 21 st CCLC Tracking System. Must attend TEA trainings and assist in sustainability plan.
3.	Family Engagement Specialist	(To be hired) Minimum Associate's Degree in education/related field; strong communication skills and experience working with families with diverse cultural and economic backgrounds. Must be familiar with community and support agencies and to work flexible hours.
4.	Evaluator	(To be hired) Requires minimum of Master's Degree in education or related field; strong written, verbal and communication skills. Must have experience in evaluating educational programs/studies utilizing rigorous evaluation design using qualitative and quantitative methods.
5.	Other Admin.	CPO, CFO and Director Operations positions are in place as support. All positions are required to have experience in working with federal/state grants and must have management experience.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Collect Grades for the Fall and Spring semesters	12.01.16	06.15.17
		2. Collect Data Results from Sylvan Learning	12.01.16	06.15.17
		3. Collect STAARS Test Scores	12.01.16	06.15.17
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Improve Attendance	1. Collect Attendance Records from PEIMS	12.01.16	06.15.17
		2. Daily Attendance Inputting on TEASE	09.06.16	07.21.17
		3. Collect Data from Border Kids Code	12.01.16	05.05.17
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Improve Behavior	1. Collect Incident Reports fom PEIMS	12.01.16	6.15.17
		2. Incorporate BGCA Smart Moves Program	09.06.16	07.21.17
		3. Incorporate BGCA SMART Girls Program	09.06.16	07.21.17
		4. Incorporate BGCA Passport to Manhood Program	09.06.16	07.21.17
		5. Incorporate BGCA Keystone/Torch Club	09.06.16	07.21.17
4.	Improve Promotion Rates	1. Collect School Site Promotion Rates	06.15.17	06.20.17
		2. Sylvan Reading and Math Tutoring Components	10.03.16	05.05.17
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Improve Graduation Rates	1. Incorporate BGCA Goals for Graduation	09.06.16	07.21.17
		2. Incorporate BGCA Career Launch	09.06.16	07.21.17
		3. Collect School Site Graduation Rates	06.15.17	06.20.17
		4.	XX/XX/XXXX	XX/XX/XXXX

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing monitoring of goals and objectives are performed by several staff members. The Site Coordinator for BGC's 21st CCLC program closely monitors program operations to ensure all primary goals and objectives are met on a daily basis. Site Coordinators will be available before, during and after school hours to coordinate all activities, and to advocate for and meet the needs of students and parents participating in this program. The Site Coordinators' close involvement with site activities and their ability to continually obtain information about student voice and choice allows the staff member to observe the implementation of program activities and to determine when the program must be adjusted to ensure compliance. The Project Director (PD) establishes productive ongoing relationships with staff, partners, program vendors and the independent Evaluator which enable the PD to monitor activities and ensure achievement of grant goals. The Evaluator will assess progress towards goals and objectives utilizing both quantitative and qualitative methods and the Evaluator will meet with the PD at minimum four times a year. The schedule of meetings will be aligned with dates on each school's Campus Improvement Plan. To ensure communication is ongoing and effective, the PD and Site Coordinators will actively collaborate and communicate with participating campus administrators. This will help ensure that BGCM staff is aware of any adjustments that need to be made to the program to accommodate changes in school needs or student's academic needs, or changes in campus-level data sets that necessitate program adjustments to ensure the ability of the program to meet goals and objectives. The PD will maintain an organized log of any major changes regarding programming, staffing or administration. All changes will be dated and signed by the PD, CPO and campus administrator(s). The log will be kept in a secure, locked area. Copies of any major changes will be provided to all parties such as staff, students, administrators and community members. Site coordinators meet weekly with PD to discuss any issues/ concerns regarding grant progress or needed alterations.

Instructors/teachers meet with Site Coordinators bi-weekly to communicate any issues/concerns as well. The PD will also follow up bi-weekly with administration at each campus to check the progress of the program and inform them of any upcoming changes to services. Parents and community members will be informed of changes through flyers, one to one contact when parent picks up child and also by phone calls to parents. The program website will also be used as an additional resource for communication.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Boys & Girls of McAllen has created a proposed sustainability plan in effort to keep all 21st Century CCLC After School Program sites in operation. Based on the plan, parents will be given the opportunity to pay a low-cost membership fee of \$270.00 per year or \$30.00 per month for each child for a period of 9 months during the fall/spring school year. The program goal is to recruit at least 80 students per site earning an expected revenue of \$21,600.00. Additionally, BGCM's Director of Grants and Resource Development along with TEA Cycle 9 partners and administration will assist and research grant funding opportunities and organize community fundraisers. Program partners like McAllen ISD, Sylvan Learning and Border Kids Coding will meet quarterly to discuss a plan that will open opportunities to receive possible in-kind services from other partners within the community. This will ensure continued program sustainability and support. In-school programs such as Communities in Schools (CIS) and Parent Teacher Organization (PTO) will be incorporated into the program as parents will be encouraged to attend monthly works ships and special fundraising events that promote program and student support. CIS and PTO will also assist with recruiting "at-risk" students and the sustainability of the after school program.

To best serve the needs of students, families, and the community, the committee will continue to meet monthly to promote continued support for the after school program. Based on the needs assessment, BGCM would determine which programs are vital to sustain the after school program. Student data such as grades, attendance, behavior, and grade promotion rates will be collected every semester (fall/sprint) to ensure members are meeting program objectives. Continued academic support and enrichment opportunities for students who attend will be provided as BGCA Curriculum

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Schedule #15—Project Evaluation

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Improve Academic Performance	1.	Comparing and Contrasting Fall and Spring semester data
		2.	Show an increase in Sylvan Scores for Reading or Math (pre-post) tests
		3.	
2.	Improve Attendance	1.	Participants should meet 45 day requirement based off of TEASE attendance.
		2.	Compare School Attendance Improvement from Fall and Spring semester data.
		3.	
3.	Improve Behavior	1.	Show decrease in School Behavioral reports for Fall and Spring Data.
		2.	
		3.	
4.	Improve Promotion Rates	1.	Based off of End of Year data on report cards
		2.	
		3.	
5.	Improve Graduation Rates	1.	Based off of End of Year data on report cards.
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It is the responsibility of the Project Director (PD) to ensure that all required program-level data is being inputted on a daily basis and that deadlines are assigned to Site Managers and other staff and met in a timely manner. The PD and Site Managers will be responsible for maintaining positive relationships with each campuses PEIMS data clerk and inform them of important TEA deadlines through, at minimum, monthly meetings. Site Managers will be responsible for meeting data deadlines as outlined on TX21st (Texas ACE web-based tracking tool). BGC-McAllen currently has a strong administrative team who has had previous experience with 21st CCLC data tracking and reporting who will be working closely all hired personnel to ensure grant success. It will be the responsibility of the CPO to log on to TEA's system and ensure that data is being input on a daily basis. Interim CPO James Martinez will provide the final approval for input into the TEA system. Interim CPO, Jessica Soliz, will also maintain positive and ongoing communication with the TAC Coordinator and TEA to make certain that data input is ongoing and deadlines are met. All partners have signed Letters of Agreement allowing access to student's grades and data; student-level data includes but is not limited to attendance records from PEIMS, behavioral reports, report cards and test scores. All data collection processes are in compliance with FERPA to ensure maintenance of the privacy of all student-level data. Student data including membership applications will be maintained in a secure area under lock and key to ensure that all documents are not accessible to anyone outside the 21st CCLC program. A recorded log with date and time as well as a required signature will be created to guarantee that only 21st CCLC staff has access to information. The independent Evaluator will provide an ongoing assessment which will include monthly site visits to survey small focus groups at each center to gather quantitative data. Evaluator will have access to program-level data to assist with ongoing monitoring of qualitative data and to allow the Evaluator to identify and notify staff of issues or problems pertaining to program objectives.

The PD will meet with Site Coordinators weekly to review data and grant compliance requirements in order to address any issues or problems identified by the Evaluator or by program staff. Site coordinators will meet with instructors weekly to discuss program improvements, needs, compliance and to coordinate needed trainings. Identified problems with

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Afterschool programming begins with Power Hour, an initial period focused exclusively on school achievement, where students who need academic support are assisted in completing homework. During this time, certified teachers will provide supplemental instruction for students identified as in particular need of Reading and Math through Sylvan Learning Center partnership. Next, targeted students attend SMART (Skills Mastery and Resistance Training) prevention programs with group counseling through the South Texas Counseling Agency. These include Date SMART, SMART Moves and Passage to Manhood. SMART programs address behavioral issues and increase school connectedness, thereby increasing attendance and promotion rates. These issues are also addressed through the BGCM's Healthy Lifestyles programs: Healthy Habits and Triple Play which promote healthy diet, fitness and positive relationships. Other programs offered for targeted students will include: Goals for Graduation, Career Launch and Junior Staff (providing College and Workforce Readiness); Keystone and Youth of the Year leadership programs; Torch Club community service (all providing Enrichment), and Skill Tech computer education classes (also providing College and Workforce Readiness). Activities will be provided on a 45 minute rotation following the student teacher ratio guidelines of 22:1. Students transitioning between campus areas (gym, computer lab and classrooms) will be supervised at all times. Saturdays will offer an opportunity for community service, such as Keep McAllen Beautiful, Relay for Life, or Operation School Drive. Additional summer programs will include: STEM learning through Border Kids Code; enrichment programs including graphic arts and business education; and field lessons and community service learning projects such as Adopt-a-Highway; campus improvements and beach clean-ups; and volunteering at Quinta Mazatlan sanctuary. Safe transportation for students will be provided by the school district at no cost to students. Parents will be required to fill out an application informing BGCM staff of which method of transportation the student is to utilize (school bus, permission to walk home if age appropriate or car pick up), and to provide an emergency contact and detailed information as to who is allowed to pick up the student during afterschool program.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BGCM will post and update all program services listings related to the 21st CCLC on the McAllen ISD school based websites as well as the BGCM website. In addition, flyers, bilingual brochures and contacts made to local media will provide additional publicity for the program. BGCM can register students for the learning center either face to face or online (at www.bgcmcallen.net), all free of cost. The Family Engagement Specialist will make phone calls to parents of interested children. Children would also be referred to the 21st CCLC program through teachers, counselors and administrators. Parents will be notified to inform them of upcoming events such as parent orientation, community events, parent and student activities and student progress in the 21st CCLC program. The Family Engagement Specialist will attend local school board meetings, PTO meetings and community events and make presentations in order to inform the public of the 21st CCLC program. The Boys & Girls Clubs of McAllen is deeply imbedded in the community it serves and experienced in communicating with the community and its families. Our staff represents the community it serves and 21st CCLC staff will do so as well. Having an afterschool program available to McAllen's working class families is a benefit to students because not only are they kept in a safe environment, but it also assists them with academic support. We might want to add statistical information on the average of working class parents. Flyers and materials with program information will be posted at school sites and will provide updated information when needed. Additional flyers are posted at BGCM and recreational facilities around the community. Any important announcements are also noted on BGCM/School Based website, local news stations, campus news stations and morning announcements.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our program is designed to improve student academic achievement through several means. BGCM's Power Hour is the foundation of academic improvement efforts. This dedicated time provides the opportunity for center staff to help struggling students with coursework and also for targeted academic intervention programs through program partner Sylvan Learning. Sylvan's tutorials focus on math and reading improvement for students having difficulty succeeding in the classroom. The Ace it! Program provides instruction by certified teachers that understand current Texas standards in a small-group setting. Students targeted for this academic intervention are given an assessment; based on results, they are grouped with other students at a similar skill level. This means the Sylvan Teacher can provide the exact curriculum needed to help students improve their academic skills. This program has a proven track record of improving school performance for more than 50,000 students. Sylvan will also provide one-on-one tutoring for those students not responding to Ace it! All programs will also be aligned with school day curriculum to ensure the programs provide the exact assistance students need with ongoing assessments we will know if students are on track towards meeting academic goals.

BGCM is also partnering with Border Kids Code for engaging STEM-focused programs in the areas of Robotics, Technology, Science, Advanced Lean Concepts and Engineering. BGCM personnel will be dedicated and trained to provide STEM education, hands-on activities to all participants and will work with Site Managers to ensure that learning center participants learn about the different STEM disciplines, and gain regular exposure to college life.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This grant benefits from several different and committed partners who would provide essential services to learning center participants and who would help BGCM make effective use of potential TEA funding. As mentioned above, major partners include Sylvan Learning, Border Kids Code and McAllen I.S.D. Sylvan Learning has provided tutoring to more than two million students over 30 years. The successful Sylvan strategy for helping children achieve academic success is based on delivering a personalized learning plan that is based on the student's individual needs. Sylvan Learning McAllen has provided services to the community for over 10 years.

Sylvan will provide services to students at all 3 campuses. Sources of funding that will leverage 21st CCLC funding will include the 78501 Community Youth Development (CYD) Program which is supported by a grant from the Texas Department of Family and Protective Services (DFPS) and which provides early intervention or prevention of at-risk behavior in youth. McAllen (78501) is one of 15 targeted zip codes state-wide chosen because the CYD Interagency Planning Workgroup identified these zip codes as having the highest incidence of juvenile violent crime in the State of Texas. The CYD Program leverages additional resources for students and families through connections, such as shared events, to other youth-serving and family support organizations in the community.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

(I)Objective data demonstrating that 1 of 3 targeted schools is currently implementing a Campus Improvement Plans (CIP) because of continued low academic performance. In addition, all three campuses selected serve a high percentage of students from low-income families with a combined total of 72% being economically disadvantaged compared to the state average of 59%. Moreover, a combined 61% of the students from these three campuses are considered at-risk where the state average is 51%. STAAR results show passing rate of only 58% of 3rd Graders meeting satisfactory standard or above in the Reading test; only 66% of 4th graders meet the satisfactory standard or above in the Reading tests.. This grant also serves Houston Elementary where for the 2014-2015 school year, 10% of 2nd graders were retained a grade. In addition, 90% of economically-disadvantaged students will be participating in the afterschool program and benefit from it. College and workforce supports are needed as demonstrated by the fact that 30% of families live in poverty and 31.7% of adult residents have not graduated high school (2010 American Community Survey). Prevention and behavioral improvement activities are greatly needed in McAllen as evidenced by the fact that McAllen's zip code one of 15 zip codes statewide with highest rates of juvenile crime.

(II)Performance measures for the project were set utilizing TEA and Statutory requirements as a basis; they include school-level (STAAR results, behavioral referrals, graduation rates, attendance rates, promotion rates), and student-level measures (grades).

(III)Evidence Based Measures Programs and Project Learn are incorporated into this proposal; both are evidence-based and demonstrated effective. SMART programs have been shown to reduce school behavioral referrals and raise attendance. BGCM's Project Learn is an academic skill development strategy recognized by the Department of Justice's Office of Juvenile Justice and Delinquency Prevention as a Best Practice. Sylvan's programs are also research-based, upon recommendations of The National Council of Teachers of Mathematics and National Reading Panel. Sylvan's tutoring and instructional models are also research-based.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

The Boys & Girls Club of McAllen (CBO) has partnered with McAllen ISD (public entity) who eagerly collaborated to co-design this grant through a community needs assessment. McAllen ISD has specifically identified BGCM as a critical partner for targeting the needs of at risk elementary school students to mitigate problems in secondary and higher ed. In addition, we are fortunate to have the partnership with Sylvan Learning Center and Border Kids Code who aim to assist at-risk youth in our community.

Our major external partner is Sylvan Learning Center (Private Company) who will provide targeted academic assistance program for students with demonstrated need by delivering three tiers of service in the content area of reading and math. These include Ace it! Small-group intensive instruction, individualized tutorials, and academic summer camps. For over 10 years, Sylvan has assisted and positively impacted thousands of Rio Grande Valley students and is a committed partner of BGM and this 21st CCLC Grant proposal. In addition to direct services, Sylvan provides technical support for program planning and uses research-based programs with proven results in academic growth and achievement. Their programs are also designed to meet school's academic goals aligned with state and common core standards. Furthermore, to ensure students in the program are excelling, pre and post assessments are given to determine students' specific learning needs and instruction are delivered by experienced certified educators in a low student-teacher ratio group setting with other students at a similar instructional level. Teachers continually encourage and create a motivating learning environment by rewarding students' engagement, attendance, commitment and overall achievement.

Sylvan Learning Center has an array of services that are catered to meet the needs of students both academically and through enrichment. Components in reading and math are ideal for students who are struggling to maintain a passing average during the school year and have not demonstrated proficiency on benchmarks, state tests, or report cards in prior grades. Programs such as Reading Academic and Math Academic are intended to support each students' personal learning needs with teacher led instruction and the aid of specialized digital technology. Like school day classroom teaching, students receive supplemental instruction and focus on the area of need they are struggling with. Focusing on these areas ensures participants meet academic goals and increase their achievement at their grade level or higher. Their short-term program are aimed specifically to target fluency in certain areas of math and reading. All programs can be modified according to need. Using fun and engaging approaches of learning, Sylvan Learning has helped students to develop the confidence and skills towards their academic success.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Boys & Girls Club of McAllen (BGCM) has operated in the community for decades and thus has both in-depth knowledge of community needs, and existing relationships with stakeholders that enable BGCM to thoroughly evaluate that community's needs and gaps in services. The majority of youth and families served by BGCM are low-income and therefore these families do not have the resources to provide for after-school or summer enrichment activities. For this reason, the BGCM 21st CCLC will provide critically needed academic support and enrichment programming. The need for academic support was made clear to us when school-related data was examined: schools were chosen where student achievement levels were low – as evidenced by STAAR results as well as grades. The 3 McAllen ISD elementary schools were targeted because elementary school is a crucial time in a student's career, famously known as "the time when the seeds of dropout are sown." We therefore seek to engage McAllen's elementary school students to establish positive associations with learning and school achievement. By providing high-interest programs such as Robotics and Coding we will grab student interest and then continue to build relationships with students and families to ensure they continue to attend the Club and benefit from all our learning opportunities. The two other targeted schools have student populations with particular challenges that have prevented them from succeeding in the regular classroom; because these students are also at high-risk for academic failure or school dropout, the appeal of hands-on and engaging activities is vitally important to not only secure their attention but to establish a positive association with learning that can assist them in altering the negative trajectory of their school careers. Campus Improvement Plans (CIPs) are in place for 1 of our proposed centers. We therefore consulted the campus to gain further guidance on the particular needs of the targeted schools when designing our services. In the CIP campus, students – and teachers – expressed a strong desire to see technology integrated into the curriculum. Acknowledging the attraction of technology to today's youth, we will emphasize fun STEM learning that is hands-on and engaging and utilizes – robotics and computer training as a way to appeal to local youth. Not only does this type of programming respond to student voice and choice, but also it responds to the need for academic assistance in science and mathematics classes that is demonstrated by the low achievement of students at targeted schools in their science and math classes and also on their STAAR tests.

CIP campus showed that according to recent data (student achievement on state assessments in reading and math), at the school, math and reading proficiency has decreased. Because of this phenomenon, the Sylvan academic support programs are a crucial part of our 21st CCLC plan because the Sylvan programs are designed to address – and successful at addressing – the needs of students who are not succeeding on these tests. Moreover, Sylvan will provide individualized tutoring (using the iPad and its built-in appeal) for those students who have the lowest scores and are in danger of academic failure and future school dropout. Sylvan also had a track record of successfully helping English Language Learners – who are plentiful in the school district at BGCM because of the proximity to the border – to make significant gains in academic skills. We have an obligation to provide extra assistance to help ELL students with their academic skills so that they can continue their education, graduate high school and become successful, self-sufficient adults. The economically-disadvantaged student population is also another group in significant need of academic supports because their test scores are significantly lower than the rest of the student body; we therefore seek to provide free, high-quality supports for this group through this 21st CCLC grant. CIP also noted that parent involvement at targeted schools was low, with just 50% of parents attending regular parent-teacher meetings, and back to school nights attended by just 10% of parents. The CIP note that "disadvantaged children have the most to gain from parent involvement activities" and that "because parents of at-risk students are most likely to make a positive contribution to student education when provided with adequate training and support," reaching out to and provide a variety of opportunities for support and education for each school's parents is an important goal. In response, BGCM is proposing several parent education and support programs for this grant. Our partnership with Sylvan and Border Kids Code will provide high-need parents with a variety of opportunities for life skills, and literacy programs; Sylvan also provides multiple free workshops both in English and in Spanish for parents that can be regularly scheduled by the Family Engagement Specialist.

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Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Boys & Girls Club of McAllen (BGCM) has been supporting the academic performance, achievement and positive youth development of McAllen students for the past 50 years. Today BGCM is one of, if not the, fastest growing Clubs in the nation and has expanded to meet the needs of more than 10,000 members. Ninety percent of our club members earn a high school diploma or greater, contrasted with just 68% of the McAllen ISD Class of 2014, demonstrating that BGCM is successfully supporting academic achievement. BGCM has a long partnership with Sylvan Learning. McAllen BGC was the "birthplace" of Texas AIM (Academic Intervention and Mentoring), a statewide Boys & Girls Club initiative whereby Sylvan serves children in need of skills gap remediation, which has not only provided high quality and effective academic support and/or services to over 5,000 students so far but has also provided support services to some 700 parents of Texas AIM youth. Texas AIM has provided 137 certified teachers who were assisted by 177 trained, professional youth development staff/mentors and. For six consecutive years, academic data reported to TEA has supported that 87% of youth served by AIM had meaningful growth as measured by report cards, Pearson assessments, and/or TAKS data confirmed by school district. In response to the community's high juvenile crime rate, BGCM makes behavioral supports a priority; it has utilized SMART Programs for many years and in 2011, McAllen's Chief of Police reported a juvenile crime rate reduction which BGCM will help continue because our afterschool programs provide positive alternatives to delinquent behavior. Through these examples, McAllen ISD has contacted BGCM to partner and oversee the grant.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Senior volunteers will be used to lower cost in hiring and training new instructors. In addition, senior volunteers will be utilized to assist youth with life skills programming and community service events/activities. To form this collaboration, phone calls and visits to local RV parks which have been identified in close proximity from certain campuses will be established in order to connect to "Winter Texans"- individuals who travel to Texas from more northern states to avoid cold weather. The Family Engagement Specialist and Site Coordinators will visit the local parks regularly to recruit volunteers in to our 21st CCLC program. Through this we would form a unique group of senior citizens who would bring new skills and diversity to the program. A volunteer application must be filled out by all interested candidates. A background check will be performed. Volunteers will be provided with orientation to convey program expectations and provided with essential training including CPR. They will be surveyed to determine their strengths, skills and interests so staff can determine how each volunteer can best enhance the 21st CCLC program. Each month the McAllen 21st CCLC will choose a volunteer for the month to highlight their story and to express appreciation for the work of volunteers. McAllen ISD already has a mechanism in place to utilize senior volunteers in the classroom. Their help one student to succeed "HOSTS" program helps students through research based proven learning systems in reading and math and utilizes retired certified teachers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

All partnerships included in this proposal have agreed to continue programming efforts after funding ends, as a means of continuing the established learning centers. To further ensure sustainability, BGCM will collaborate with McAllen ISD, and Sylvan to modify those organization's general operating budgets to include funding to continue the 21st CCLC program cycle 9's 3 sites. BGCM will continually seek support from community and business leaders such as City of McAllen and McAllen Chamber of Commerce, communicating the program's achievements and how it successfully meets district and community needs, thereby gaining buy-in from these entities so they will be further committed to assisting in continuation of the centers. BGCM's administrative team will seek additional funding streams from other resources such as local, state or federal grants that focus on afterschool programs, along with private foundations and local businesses. From day one of the proposed 21st CCLC program to the final year of funding, 21st CCLC programs and activities will be actively promoted and published to ensure the program has maximum awareness in the local community. This grant gives the BGCM the opportunity to build relationships with their local University UTRGV and in the future, the BGCM plans to recruit UTRGV or other local college volunteers to help out with programming to cut on staffing costs and allow the program to continue serving targeted schools.

Annual timeline

Year One and Year Two: Project Director documents all partnerships and relationships for use in sustainability plan.

Year Two: Sustainability plan drafted; reviewed at all-staff meeting to gather feed-back and staff input

Year Three: Re-drafted sustainability plan reviewed by parents and other stakeholders.

Year Four: Re-drafted sustainability plan reviewed with development staff of BGCM and resource development plan is established with potential funding sources, deadlines and potential funding amounts.

Year Five: Proposals submitted and partnership agreements developed to ensure continuation of program when funding ends.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- a. To seek continuous feedback and involvement from community stakeholders, BGCM will employ several methods. The Project Director, Site Coordinators and the Family Engagement Specialist (FES) will attend local school events (Open Houses, Curriculum Night, and Report Card Nights, for example) to present information about the program and to gain informal feedback from families. BGCM 21st CCLC staff will also speak at McAllen ISD School board meetings and PTO meetings where they will receive feedback and answer questions. 21st CCLC staff will have regularly scheduled meeting with McAllen ISD School administrators to gain feedback from the school perspective. Informal conversations will also take place within the school campus to share ongoing feedback. Student perspective will be gained through the Evaluator's work in small group focus sessions at individual centers. Students will be surveyed after each semester to gain their feedback. Furthermore, Project Director, Site Coordinator and FES will also attend local community events to seek additional buy as part of the sustainability plan.
- b. Stakeholders for this grant include parents of participants; the FES will seek multiple opportunities to involve parents in planning of family events and develop relationships to encourage ongoing communication. McAllen ISD is a key stakeholders and have been consulted in the preparation of this grant and during the grant; BGCM will further develop relationships with school staff and ensure ongoing and lasting communication. Sylvan and Border Kids Code are other major stakeholders; we already have a long-standing partnership with Sylvan and this grant will provide an opportunity to develop relationships with Border Kids Code that can continue once this program has ended.

To involve stakeholders in creating program awareness and evaluate program effectiveness, multiple channels of communication will be established which include: qualitative program evaluation including focus groups; meetings with McAllen ISD School Administrators, and family input from formal and informal communication with the Family Engagement Specialist. Sylvan and Border Kids Code can promote program awareness through their websites and by informing parents of the program's availability. Relationships with Sylvan, Border Kids can continue to sustain the activities supported by this grant through both continued in-kind contributions and joint grant submissions. Moreover, current BGCM Board of Directors are highly involved individuals in the community. There is an overlap with other local community Boards in which we are able to garner support in McAllen to raise awareness and raise funding for our sustainability plan.

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County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The plan to manage this grant is based upon BGCM's experience with previous 21st CCLC grants in different regions and collaboration with McAllen ISD. Meetings and trainings are regular and ongoing to ensure all 'moving parts' are assigned to specific staff and assessed on a regular basis.

The 21st CCLC Project Director will oversee all Site Coordinators from each of the seven campuses to ensure that all TEA requirements are being implemented. The Project Director will set up start up meetings with the Superintendents and all other key personnel in partnerships prior to starting up the grant. A campus needs assessment will then be completed through the assistance of the principals and key administrators from each campus to ensure that key programs are implemented for each school based through out this assessment along with the community assessment which was completed prior to award year. The CPO, CFO, Director of Operations, bookkeeper and Administrative assistant will have bi-weekly meetings to go over payroll, purchase and check requests, financial draw downs, 21st CCLC data, targeted 21st CCLC numbers and will take a proactive approach to make certain that all targeted objectives of the afterschool program are being running with required TEA standards.

In addition, the Project Director along with the Site Coordinators for each campus are vital figures, performing many of the day-to-day activities that will guarantee this grant meets and exceeds all goals. The Site Coordinator works closely with school administrators to implement programs, assures that student are in attendance regularly to meet or exceed program requirements, coordinates data entry and evaluation of the program at the center, organizes supplies, materials, equipment and transportation for center, recruits, trains and develops frontline staff to achieve intended objectives. The Family Engagement Specialist is charged with all parent/caregiver and family-related activities; along with ensuring that communication with families is ongoing, clear and appropriate, the Family Engagement Specialist ensure families have the resources they need, connects them to adult education offered by Sylvan and Border Kids Code on a quarterly basis.

A staff meeting will take place weekly at each site for that site's Site Coordinator and front-line staff. Regular meetings are scheduled between the Project Director and the Site Coordinators. Quarterly all-staff meetings will provide a venue for staff to be provided with essential training such as intentional lesson plan training, an overview of 21st CCLC program requirements /compliances, progress toward goals and adjustments to the program.

More over, monthly, site staff will meet with school administration to review the program activities, receive feedback and communicate any changes or announcements regarding the program. Project Director and Site Coordinators will attend state and national conferences required by TEA and will also participate in local ACE communication network meetings and maintain a positive, ongoing relationship with assigned TAC (Technical Assistance Coordinator).

The independent evaluator will continually assess progress towards achieving stated goals and objectives. The Evaluator will meet with Project Director at least four times a year, scheduled to align with dates on Campus Improvement Plan. Evaluator will visit each site bi monthly.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 74-1553646		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 1	Center Name: Jose De Escandon Elementary		
9 digit campus ID#	108906119	Distance to Fiscal Agent (Miles)	2 miles
Grade Levels to be served (PK-12)	K-5th		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			125
Number of Adults (parent/ legal guardians only) to be served:			65
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 2	Center Name: Sam Houston Elementary		
9 digit campus ID#	108906106	Distance to Fiscal Agent (Miles)	4 miles
Grade Levels to be served (PK-12)	K-5 th		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			125
Number of Adults (parent/ legal guardians only) to be served:			65
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3 Center Name: Theodore Roosevelt Elementary School

9 digit campus ID#

108906121

Distance to Fiscal Agent (Miles)

3 miles

Grade Levels to be served (PK-12)

K-5th

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total

Number of Regular Students (attending 45 days or more per year) to be served:

125

Number of Adults (parent/ legal guardians only) to be served:

65

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4 Center Name:

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 5	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 6	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7**Center Name:****9 digit campus ID#****Distance to Feeder Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8**Center Name:****9 digit campus ID#****Distance to Feeder Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 74-1553646					Amendment # (for amendments only):				
TEA Program Requirement 3: Center Operation Requirements									
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.									
Center Number: 9		Center Name:							
9 digit campus ID#		Distance to Place/Agent (Miles)							
Grade Levels to be served (PK-12)									
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.									
								Total	
Number of Regular Students (attending 45 days or more per year) to be served:									
Number of Adults (parent/ legal guardians only) to be served:									
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.									
Campus Name		Feeder School #1		Feeder School #2		Feeder School #3		Feeder School #4	
9 digit Campus ID #									
District Name (if different)									
Distance to Center									
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.									
Center Number: 10		Center Name:							
9 digit campus ID#		Distance to Place/Agent (Miles)							
Grade Levels to be served (PK-12)									
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.									
								Total	
Number of Regular Students (attending 45 days or more per year) to be served:									
Number of Adults (parent/ legal guardians only) to be served:									
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.									
Campus Name		Feeder School #1		Feeder School #2		Feeder School #3		Feeder School #4	
9 digit Campus ID #									
District Name (if different)									
Distance to Center									

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To identify those students most in need of academic assistance, the 21st CCLC staff will contact school administrators, counselors and teachers to acquire a list of students that are struggling with the five core subject areas. Supplemental student-level data will also be collected and evaluated to determine students who are most of need in academic assistance and or have behavioral and attendance issues.

The Site Coordinators and Family Engagement Specialist will contact parents/guardians of identified students to recruit these students into the program and inform them that to participate, they must attend a parent orientation. By involving parents early-on we help guarantee parent/caregiver buy-in and make it more likely that the student will be retained in the program and supported academically at home. Furthermore, parents will also be made aware of family/adult programs that are being offered throughout the year.

To retain students in the program, we offer our range of programming designed to be hands-on and therefore appealing, and presents a mix of academically-focused activities (Sylvan tutorials, homework assistance) and BGCM circular such as SMART Programs, Triple Play health education programs, technology-based activities and arts programs. Crucial factors in student retention are the bonds that are built between center staff and students. Students know that at the center they will experience caring adults and supportive relationships.

Keeping students engaged is something in which BGCM excels. Youth vote with their feet, which mean they attend things that are enjoyable to them. Factoring in fun, utilizing youth development models that use fun to help kids learn, and sharing a mentoring message about the meaningfulness of activities, is the "how to" of keeping youth engaged. The Sylvan teachers' and tutors' positive reinforcement system helps students feel successful academically, and for students who have not been experiencing success at school, this feeling motivates children and can help them thrive in the classroom. This, coupled with BGM mentors and the 'fun factor,' makes our program a formula resulting in engagement, retention and student success. Quarterly inventory surveys will be handed out to all parents, students (voice/choice), principals, teachers and other key school administrators to assess the programs that are being provided/added. In doing so, parents and students will most likely continue to participate in classes that they benefit from.

Lastly, students and parents will take quarterly educational field trips pertaining to field lessons conducted by BGCM youth development professionals utilizing TEA intentional lesson plans which will peak student and family engagement. In doing so, all the activities offered throughout afterschool will lead to participation of educational hands on activities.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fall and Spring Semester schedule is as follows:

Site 1: Monday-Friday

3:30 pm – 6:00 pm: 12.5 hrs. a week

Site 2: Monday-Friday

3:30 p.m. – 6:00 pm: 12.5 hrs. a week

Site 3: Monday-Friday

3:30pm – 6:00 pm: 12.5 hrs. a week

Fall Semester: 13 weeks - September 6th - December 9th, Monday-Friday

Spring Semester: 16 weeks - January 9th - May 5th, Monday-Friday

Saturday Activities, once per month: 4 Saturday's during Fall (September, October, November and December); 5 Saturday's during Spring (January, February, March, April, May); 2 Saturday's during Summer (June and July) ALL Three hours per activity.

Summer Programming: June 6 – July 21 (6 weeks). All programs offered Monday-Thursday from 9 am – 1 pm.

BGCM summer programming is designed to be engaging and to create students with more positive attitudes toward learning as well as significantly improved academic skills. The effects of summer learning loss are particularly powerful for those students who may already be struggling in school. Ace it! Summer School is designed for these students, who may return to school after summer vacation having lost even more ground academically. The Ace it! program is delivered in is designed to be delivered in 30 hours over 10 weeks, so that each child receives 3 hours of instruction per week.

Total of Programming: 35weeks

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All activities are intentionally designed to meet specific student needs. BGCM reviewed campus data including AEIS Reports, STAAR reports, graduation reports, campus discipline and attendance reports, and also reviewed socioeconomic factors including McAllen's high juvenile crime rate and low educational attainment levels in the local adult community. These data sets helped BGCM to design activities that emphasize academic assistance to combat low overall school achievement, promote the goal of high school graduation and stress behavior improvement and delinquency prevention. Elementary school is a crucial time to build foundations and tackle achievement gaps to prepare students for middle school success. Data on student-level deficiencies are provided to BGCM by school administrators and include student grades which pinpointed the continuing challenge to students of science and math curriculum. This, in turn, guided the development of the Sylvan and Border Kids Code partnership to support STEM skills with year-round activities. Students find robotics and other hands on STEM activities to be engaging and exciting. We ensure that school-year and summer programming is appealing as well as academically-focused; Sylvan's individualized tutoring is conducted using the highly popular and fun-to-use iPad. BGCM offers Robo Tech and Skill Tech because students are eager to learn to use technology in all its facets, and because computer-related skills are virtually essential in today's workforce.

Boys & Girls Clubs of McAllen will provide evidence and research-based activities and interventions to students under this grant. For many years, we have utilized program models developed and tested by the national Boys & Girls Clubs. These include our delinquency prevention SMART Programs (SMART stands for Skills Mastery and Resistance Training). SMART Programs are cited in the OJJDP Model Programs Guide of best practices for delinquency prevention, and incorporate the latest information and approaches that BGCA has learned about effective prevention. Our Project Learn strategy has been rigorously evaluated and staff implements this approach each day at all our sites.

Sylvan's programs are based on current research on remedial and supplemental instruction; all curriculum has been independently verified to improve academic achievement and is aligned to the STAAR. Sylvan's Math program is based on findings of the National Council of Teachers of Mathematics, whose 2008 report *Foundations for Success* noted specific components as best practices for effective teaching which have been incorporated into Sylvan math program. Reading curriculum is based on National Reading Panel research (2000) conclusions, and the Writing program is based on the recommendations of the National Council of Teachers of English. The basis of the Sylvan tutoring model is small-group or one-on-one tutoring; research has concluded that there is no more effective method of instruction (Bloom, 1984; Musti-Rao & Cartledge, 2007). Sylvan is a TEA-approved supplemental education service provider with a 30-year track record of helping students to achieve consistent academic growth. Ace it! has been shown to improve student scores on STAAR tests, as validated by a recent third-party assessment of longitudinal performance in the Rio Grande Valley.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities for the proposed 21st CCLC program are all tied directly to identify student needs. All activities will be intentional and lesson plans are enclosed. Student needs are not only determined through qualitative data; we also survey our youth and utilize focus group input. We ensure that our students are involved in the design of programs and feel a sense of ownership; it is rewarding to see the look on a child's face when he or she sees their program on the schedule.

In recognition of the fact that most of our students come from backgrounds with low rates of college attendance, we encourage college readiness and workforce readiness is addressed through Career Launch is a career exploration program which provide practical guidance on preparing for today's job market. Our technology training programs further prepare youth for college and career.

In response to the high juvenile crime rate in our community, we provide enrichment programming that is designed to help students make good choices and avoid negative behaviors. Health and Life Skills is a major focus area of the BGC model. Boys & Girls Clubs provide a safe and stable place for students to go afterschool each day. Sports and recreation give youth a healthy outlet for energy and build sportsmanship. Characters are strengthened through the SMART Programs. These include Passport to Manhood which engages young boys in discussions and activities that reinforce character, leadership and positive behaviors, and SMART Girls, a health, fitness, prevention/education and self-esteem enhancement program to help early adolescent girls reach their full potential. Enrichment activities help students develop social and interpersonal skills that help them resist poor choices and have hope for their futures: these may include classes in sewing, art, auto mechanics, woodworking, and community service projects.

We provide parent support services in recognition of the difficult circumstances many of our low-income parents face daily. Sylvan workshops address ways parents can support their child's school achievement while Border Kids Code will provide additional literacy and technology parent sessions at each campus.

The ratio for the program is 22:1 per classroom/Program Area. Student voice and choice play a large role in adapting instruction to meet the needs of students. We conduct student surveys and focus groups to gather feedback on program effectiveness and appeal. BGCM staff will meet monthly with the school counselor and with individual classroom teachers, as needed, to gather information on student needs and the effectiveness of instruction. Student-level data also provides important feedback; by monitoring grade achievement, the BGCM staff gain an understanding of the program's effectiveness in building academic skills. Students who continue to struggle in the classroom can be referred to the Sylvan small group or individualized instruction. Thus we have a continuum of services which is adaptable to the intensity of student academic needs.

For those students most in need of academic intervention, Sylvan utilizes an initial assessment or pre-test as the basis of an individualized instruction plan. Small group instruction helps ensure that students understand material, as the instructor closely communicates with each member of the group and is able to assess each student's progress. Student satisfaction and investment is especially important in the small group setting of some programs such as Sylvan's tutoring models. Sylvan's method of creating small groups (no more than 8 members) out of students with similar skill levels is an important way to make students feel comfortable and competent with the material. In Sylvan's individual instruction, the iPad is a flexible means to convey curriculum; the instructor is able to adjust the material and delivery to adapt to the skill level of each student and allow each student to move forward at his or her own pace. McAllen ISD is the first district in South Texas to distribute iPad's to all students. Through the Sylvan curriculum and the assistance of certified teachers, students will be able to learn and adapt additional methods of blended instruction.

Our staff is highly trained and experienced with this population of students and this experience is invaluable in helping us

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BGCM will be responsible for hiring and training a part-time Family Engagement Specialist. The Family Engagement Specialist (FES) will need to plan, coordinates and implement a Family Engagement Program in each center. The FES will reach out to parents and develop supportive relationships, conduct needs assessments and surveys to determine type of activities families are interested in, plan, coordinate and implement ongoing, consistent activities for families, and coordinate services within the schools and communities. The Family Engagement Specialist will promote parent and community volunteers at the center and inform families of community resources that could provide extra assistance to families. The Family Engagement Specialist will be responsible for working closely with not only the Project Director and Site Coordinators to implement the Family Engagement Plan, but will also communicate with the designated Parent Liaison which McAllen ISD has at each campus in order to leverage services available through the school or to assist the Parent Liaison in assisting parents and families. They will also network with other Family Engagement Specialist working under 21st CCLC grants in other communities to share best practices and expand the knowledge base. The Family Engagement Specialist will be responsible for inputting parent information and program attendance to the TEA database. The FES will implement Sylvan parent classes and workshops throughout the fall, spring and summer.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To recruit parents for family and support programming, the Family Engagement Specialist will work with the Project Director and Site Coordinators to ensure that parents are informed about parent education opportunities and how they can access supports and classes. A recruitment plan will include attending PTO meetings and other parent district events to promote involvement the 21st CCLC program including back-to-school nights. The FES will present information about parent opportunities in the 21st CCLC at community events and other sites where they will encounter local parents. The Family Engagement Specialist will hand out flyers and attend afterschool programs for each of the assigned sites to recruit, speak and meet with parents during the signing out procedure of their children. The Family Engagement Specialist will seek opportunities to talk with parents of elementary school students. Site Coordinators daily have a direct line to the many parents they will see at student pick-up and can refer parents to the Family Engagement Specialist when appropriate and desired by the parent. Relationships with each McAllen ISD school's Parent Liaisons will also enable the Family Engagement Specialist to reach more parents through the Liaison passing on information about opportunities.

The Family Engagement Specialist will meet with the Project Director and Site Coordinators weekly to report progress on family recruitment, participation and program measurements. The FES will report to the Site Coordinators and the Project Director and will follow assigned schedule for each center. Family Engagement Specialist will attend state and national conferences a long with the Project Director and Site Coordinators to receive additional training.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 74-1553646

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will be responsible for recruiting and maintaining the parents for the three assigned campuses listed and promote activities. To better assist parents from all three McAllen campuses, the Family Engagement Specialist will rotate classes throughout the different centers and participate in the PTO meetings for each designated campus. Since all centers are within the school district, all parents will have classes that are located near their homes to make it easier for them to attend. The local public library meeting room may be utilized for parent activities as well as meeting spaces within individual schools such as school libraries and computer labs. Classes will be offered in English and Spanish to accommodate the parent population we will serve.

Family activities will include:

- a. BGCM classes in computer literacy and financial literacy.
- b. Sylvan workshops and classes that focus on supporting their children's school success, including homework help, school expectations, motivation, study skills, transitions from elementary to middle school; stress reduction, and college readiness, including financial planning. Sylvan will enlist the help of local experts to assist families planning for college.
- c. Family literacy activities through Border Kids Code.

Additional funds will be used to purchase materials necessary to provide classes, when needed.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 74-1553646

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 74-153646

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 74-1553646

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the Internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 74-1553646

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 74-1553646

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 74-1553646

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 10

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☒ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 0

Check box only if there is no data available to determine the number of eligible students: ☒**Total Nonprofit Participants**Total nonprofit schools participating:
0Total nonprofit students participating:
0Total nonprofit teachers participating:
0No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☒ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☒ How children's needs will be identified☒ What services will be offered☒ How, where, and by whom the services will be provided☒ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☒ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☒ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☒ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☒ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 74-1553646

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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